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ABSTRACT

The K-12 Urban Career Education Infusion Project of the Dallas (Texas) Independent School District focused on fourteen schools located in the East Oak Cliff Subdistrict, a predominantly (98%) black community. Conducted in two phases, the project attempted to demonstrate that through infusing career education into the existing curriculum, trained teachers can influence academic achievement of students. Specific activities of the first year included the following: conduct a comprehensive needs assessment; implement inservice training for 25% of the school staff; adapt/adopt/develop curriculum modules to be infused into the existing curricula; increase community awareness and involvement in the schools; and develop a comprehensive evaluation design for the second phase of the project. For the needs assessment, a 10% random sample stratified by grade was used to obtain data from students in grades 7-12. To obtain information relative to student needs in grades K-6, all elementary teachers were surveyed. Other surveys included all educators in the fourteen experimental schools, intact community groups, and principals. Participants in the fifteen staff development workshops were included in the staff development evaluation, and project staff members provided necessary information for the evaluation of the curriculum identification/development effort and implementation procedures. (Evaluation results are summarized for each survey or component.) (EM)

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FINAL EVALUATION: K-12 URBAN CAREER EDUCATION INFUSION PROJECT

SE/7-049-8-7

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CE 019 352

U.S. DEPARTMENT OF HEALTH,
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Dallas, Texas
August, 1977

Purpose of the Program

The K-12 Urban Career Education Infusion Project of Dallas Independent School District is focused in 14 schools located in the East Oak Cliff Subdistrict. This Subdistrict, one of six created by the 1976 court-ordered desegregation plan, is the only one not integrated. It's student population is predominantly (98+ percent) black.

The K-12 Urban Career Education Infusion Project (Project) is a two phase contractual commitment the Dallas Independent School District (District) has entered into with the United States Office of Education. The first phase of the Project, which is to be conducted from August 15, 1976 through August 14, 1977, was devoted to planning the effort to be implemented during the second phase of the Project.

The primary purpose of the Project is to attempt to demonstrate that through infusing career education into the existing curriculum, trained teachers can influence the academic achievement of students. The Project proposes to address problems attendant with low student motivation; thought to be brought about by the curricula's lack of relevance. By systematically introducing students, from kindergarten through grade 12, to the world of work; the curricula should be more relevant.

The Project objectives call for the planning of career education oriented activities that can be infused into the existing curriculum with a minimum of disruption. Thus, making existing courses in grades K through 12 more relevant to the "world of work." Specific activities of this first year

of the Project include: conduct a comprehensive needs assessment, implement inservice training for 25 percent of the school staff, adapt, adopt and develop curriculum modules to be infused into the existing curricula, increase community awareness and involvement in the schools, and develop a comprehensive evaluation design for the second phase of the Project.

Purpose of the Evaluation

This evaluation was designed to fulfill several purposes: (1) to provide management with timely information for restructuring decisions, (2) to provide top level administration and board members with effectiveness information, and (3) to meet the contractual agreements with the United States Office of Education.

Sample

For the needs assessment portion of this evaluation, a 10% random sample stratified by grade was used to obtain data from students in grades 7-12. To obtain information relative to student needs in grades K-6, all elementary teachers were surveyed. All educators in the 14 participating schools were surveyed for their input. Intact community groups (church groups, Parent Teacher Associations, Parent Advisory Committees, service clubs, etc.) were surveyed to obtain their opinions about the relevant need for career education.

All participants in the 15 staff development workshops (approximately 250) were included in the evaluation of the staff development effort.

Project staff members provided the necessary information for the evaluation of the curriculum identification and/or development effort and the development of implementation procedures.

Principals in the 14 participating schools were surveyed for their input as to their perceptions of the Project.

Evaluation Questions

To determine Project informational needs and to focus the evaluation effort, a set of seven questions was developed. These questions were the outcome of several meetings between the evaluator and Project staff. The questions were:

1. Were each of the components of the Project implemented as designed?
2. What were the top priority career education needs identified through the needs assessment?
3. Was the staff development training adequate?
4. What was the general attitude of community members, and educators toward career education?
5. What were the general characteristics of persons (educators, parents, and business persons) who participated in the Project and what was their involvement?
6. Were the curriculum modules appropriate for the Project?
7. Were key decisions in the staff development effort, program design for Phase II, community involvement plan and Phase II evaluation design logical given the needs assessment data?

Evaluation Results

To facilitate the reader's understanding of the findings of this evaluation, each question listed above will be repeated and the information pertaining to that question will immediately follow it. In a further section of this report, a more detailed discussion of the Project components will be presented.

1. Were each of the components of the Project implemented as designed?

The needs assessment was conceptualized, instruments were developed and pilot tested, surveys of community members, educators, and students were completed; and information was analyzed and reported to Project personnel by the end of February. This was two months in advance of the contract deliverable date, but just in time for use in the staff development effort.

Participating staff (teachers, counselors, aides) were identified from each participating school. This amounted to about 25% of the total staff in these schools. These participants were trained in the general area of career education, curriculum module writing, use of community resources, and infusion practices. This staff development took place as planned from March 15 through June 8.

The Project staff initiated a continuing effort to identify existing curricular materials that might be used in the Project. This includes free and inexpensive materials that they are identifying so that teachers can use them. Although it is doubtful that the curriculum identification effort has been exhaustive, it is still continuing. To supplement curricular materials that have been identified, the participating teachers have been trained to write their own curriculum modules for infusing career education activities into the existing curriculum. It is estimated that about 75% of the teachers have sufficient skill in module writing to meet their needs during Phase II of the Project.

Community involvement was gained through the organization of Parent Advisory Committees at each school, presentations at business, church and service

organizations, formulation of a business action committee consisting of key members from local businesses and solicitation of support from industry and businesses. Although a great deal has been done in this area, more direct participation from businesses and industry in the form of personnel services, materials and work opportunities is still needed.

2. *What were the top priority career education needs identified through the needs assessment?*

In early discussions with the Project staff, it was decided that the work already completed by the Partners in Career Education project, in which the District was a participant, would be the foundation for the needs assessment. The Partners in Career Education (PCE) project had identified 177 Basic Learner Outcomes in career education and had categorized them by subject areas across grade levels K-through 12. These Basic Learner Outcomes were divided into the following nine Learner Outcome Categories:

Career Planning and Decision Making
Career and Occupational Information
Job Acquisition and Retention
Attitudes and Appreciation for Career Success
Skills in Human Relationships for Careers
Self-Investigation and Evaluation for Career Success
Personal/Work/Societal Responsibilities
Economic Factors Influencing Career Opportunity
Education/Career Opportunity Relationships

Instruments were developed for each of the subpopulations sampled. Each instrument was designed to assess either the Learner Outcome Categories or a sample of Basic Learner Outcomes from each category. From the results obtained through administering each instrument, career education needs were prioritized in terms of the Basic Learner Outcomes.

From the community survey it was indicated that there was a strong support for the basic tenents of career education. There was, however, a lack of agreement as to which Learner Outcome Category was first in terms of need.

Educators tended to agree that students were not currently receiving an adequate emphasis in the area of career education. They were also highly supportive of the basic tenents of career education.

In grades 9-12 assessment of student knowledge of career education suggested that student knowledge increased from grade 9 to grade 12. However, even in grade 12, student knowledge was in an acceptable range in only three of nine categories. The data seem to indicate that senior high students know the least in terms of the nine Learner Outcome Categories about:

Economic Factors Influencing Career Opportunity
Career and Occupational Information
Skills in Human Relationships for Careers

The results of the Middle School Student Survey were similar to those of the senior high survey. There was a general trend of growth in knowledge from grade 7 to grade 8. Except for two categories, knowledge was below desireable level. The most need for additional career education knowledge was demonstrated in the following categories:

Career Planning and Decision Making
Economic Factors Influencing Career Opportunity
Skills in Human Relationships for Careers

In grades K-6 teachers rated the following ten Basic Learner Outcomes as being most in need of attention:

1. Realizes that listening is essential to learning
2. Recognizes that a person must work to receive wages
3. Respects authority

4. Understands when to talk and when to listen
5. Understands the importance of completing a task
6. Is able to state certain consequences of not obeying the law
7. Is able to work alone, and/or with others
8. Has good grooming habits
9. Understands the effects of not working
10. Is concerned with doing person's best on a job

3. *Was the staff development training adequate?*

In fulfillment of the Staff Development component of Phase I activities, the project staff conducted 15 training sessions in which 239 participants learned about the field of career education, the infusion process, the writing of infusion process, the writing of infused curriculum modules, and the selection and use of community resources. This endeavor combined the efforts of the project staff, community resource persons, consultants and the Department of Research, Evaluation and Information Systems in the completion of the task. The sessions were conducted over a four month period (March-June) with each session lasting four hours. Teachers and counselors were paid six dollars for their time and aides three dollars. All staff development was conducted after school hours and on Saturdays. The activities of each session were planned around a specific goal for that session. The rationale for that goal was anchored in the results of the needs assessment.

In results of the evaluation of the Staff Development, attendance rates were found to have been consistently high throughout the sessions confirming further the satisfaction reported by the participants in regard to the administration of the training sessions. Other conclusions drawn from the evaluation (Kleck, 1977) were that "participants were sufficiently exposed to the field of career education, need more experience in writing usable,

infused curriculum modules in career education, know how to identify and use community resources as a result of the training sessions, and were sold on the concept of career education as a means of making the classwork more relevant to students."

4. *What was the general attitude of community members and educators toward career education?*

As was stated earlier, see Question 2, both the community and the educators gave strong support to the basic tenents of career education. There was, however, some disagreement as to what specific area of career education should receive highest priority.

5. *What were the general characteristics of persons (educators, parents, and business persons) who participated in the Project and what was their involvement?*

Twenty five percent of the existing staff in each of the 14 participating schools volunteered to become involved in the Project. This resulted in teachers from all academic areas, non-academic areas, counselors and aides being represented among the participants. Because the computer data base for participants is only about 85% complete at this time, no further description of the participants will be provided. The remaining information needed to complete the data base will be collected on August 23.

Advisory committees were formed at each school. Through monthly meetings this brought about the direct involvement of representative of the community including church groups, business persons, parents, and labor representatives. One general advisory committee was formed to include a representative from each of the local committees and additional members from the community at large. Currently this committee consists of 36 members. Two other committees

have been formed to facilitate the community involvement. These were the big business and the higher education committees. Both of these committees meet every two months.

Although a great deal has already been done to obtain community participation the staff is currently increasing their efforts to get further commitment from the business community.

6. Were the curriculum modules appropriate for the Project?

To assure that the curriculum modules would be appropriate, teachers were instructed to write their own. Teachers were to select concepts from their teaching area which could be benefitted by infusing career education activities. They were further guided to select ideas that corresponded to the District's Baseline curriculum. Each teacher was required to complete two modules. As might be expected, the quality of the modules varied greatly but could generally be judged as acceptable. To improve on those modules needing it, a team of five teacher-participants (who had each written excellent modules) was hired on a part-time basis during the summer to revise some modules. These revised modules, along with the original group of modules not needing revision, have been printed to be distributed to other teachers.

7. Were key decisions in the staff development effort, program design for Phase II, community involvement plan and Phase II evaluation design logical given the needs assessment data?

The staff development effort certainly reflected input from the needs assessment findings. Because the program for Phase II of the project was designed to focus on the identified learner outcomes of priority need and the evaluation design is keyed to the Phase II program design, then it seems reasonable to conclude that the decisions were based upon needs assessment data.

Needs Assessment Components

The purpose of this needs assessment was to determine specific areas in career education that needed to be addressed by the Project and the amount of support that community members have for the basic tenents of career education. The plan is that in Phase two of the Project efforts will be directed at those areas of career education with maximum need so as to effect positive results.

For the student population in grades 7-12, a ten percent random sample stratified by grade within each school was administered a needs assessment instrument. In grades K-6 teachers at all participating schools were asked to respond to an instrument that asked how important the career education concepts were and how many of their first period students had mastered each of the concepts. All educators in each of the 14 participating schools were included in the needs assessment survey. Groups of community members that were meeting together such as P.T.A.'s, service clubs, church groups, etc., were sampled for the community survey.

In early discussions with the Project staff, it was decided that the work already completed by the Partners in Career Education project, in which the District was a participant, would be the foundation for the needs assessment. The Partners in Career Education (PCE) project had identified 177 Basic Learner Outcomes in career education and had categorized them by subject areas across grade levels K-through 12. These Basic Learner Outcomes were divided into the following nine Learner Outcome Categories:

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Results

From the community survey it was indicated that there was a strong support for the basic tenents of career education. There was, however, a lack of agreement as to which Learner Outcome Category was first in terms of need.

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Skills in Human Relationships for Careers

The results of the Middle School Student Survey were similar to those of the senior high survey. There was a general trend of growth in knowledge from grade 7 to grade 8. Except for two categories, knowledge was below a desireable level. The most need for additional career education knowledge was demonstrated in the following categories:

Career Planning and Decision Making
Economic Factors Influencing Career Opportunity
Skills in Human Relationships for Careers

In grades K-6 teachers rated the following ten Basic Learner Outcomes as being most in need of attention:

Elementary School Survey
Ten Most Important Items

Ranking	Item
1	Realizes that listening is essential to learning
2	Recognizes that a person must work to receive wages
3	Respects authority
4	Understands when to talk and when to listen
5	Understands the importance of completing a task
6	Is able to state certain consequences of not obeying the law
7	Is able to work alone, and/or with others
8	Has good grooming habits
9	Understands the effects of not working
10	Is concerned with doing person's best on a job

For more detailed information of the needs assessment, see Appendix A.

Staff Development Component

The Staff Development activities were divided into 15 training sessions that were conducted from March 15, 1977 to June 8, 1977. The sessions were held in either Clinton P. Russell Elementary School or Marsalis Missionary Baptist Church. Each session lasted three to four hours and was scheduled

either on Tuesday or Thursday evenings from 5:00 P.M. to 9:00 P.M. or on Saturdays with one session running from 9:00 A.M. to 12:00 A.M. and another starting at 1:00 P.M. and ending at 5:00 P.M.

Each of the sessions had its activities planned around a specific goal. A complete list of workshop goals are given in Figure 1. Following the goal in each of the workshop plans, a rationale was given to account for the relevance of the goal in relation to the needs assessment data. It was from this structure that the activities were formulated with hopes of them being informative and meaningful in the training of teachers to infuse career education.

Workshop	Goal
I	Participants will develop a knowledge of the philosophies, definitions, background, objectives, and programs of Career Education on the national, state, and local levels.
II	Participants will develop an increased awareness of minority concerns in Career Education as they relate to racism and sex-role stereotyping.
III	Participants will attain a knowledge of the dimensions and categories of Career Education and the Basic Learner Outcomes contained within each category as they begin to identify concepts that can be infused into the curriculum.
IV	Participants will attain a knowledge of the dimensions and categories of Career Education and the Basic Learner Outcomes contained within each category as they begin to identify concepts that can be infused into the curriculum.
V	The participants will learn the necessary steps in the development of a Career Education learning module and will produce at least one original infused module for use in their classroom.

Workshop	Goal
VI	Participants will attain an increased knowledge of how Career Education concepts may be infused into learning activities in his/her classroom through an awareness of how to obtain and effectively use community resource people.
VII	Participants will attain increased knowledge of how Career Education concepts may be infused into learning activities through an awareness of materials available and an increased awareness of the relevance of their subject matter to the world of work.
VIII	The participants will finalize their study of writing infused Career Education modules with a brief study of Self-Investigation-Evaluation and produce a second Career Education module for use in their classroom.
IX	The participants will acquire a knowledge of activities that will serve as an effective teaching device and also be exposed to representatives and their materials as they relate to the world of work.
X	The participants will acquire a knowledge of activities that will serve as an effective teaching device and also be exposed to representatives and their materials as they relate to the world of work.
XI	Participants will review materials which will be discussed and demonstrated in order that they may better utilize these materials in Career Education curriculum infusion.
XII	Participants will preview plans for procedures and activities of the second phase of the project and complete overall evaluation of their Staff Development experiences.
XIII	Participants will develop an increased awareness of the multiplicity of career options through site visitations.
XIV	Participants will develop an increased awareness of the multiplicity of career options through site visitations.
XV	Participants will develop an increased awareness of the multiplicity of career options through site visitations.

Figure 1. Primary goal for each of the staff development training sessions.

In the administration of each workshop, a registration of participants was required. At this time, agendas were distributed containing the list of speakers and the topics that they would address, the activities planned for that session, as well as, the time frame for those activities. Included on the agenda was time allocated at the beginning and near the end of the session for evaluation of that workshop.

In attempt to evaluate the workshops, the Department of Research, Evaluation, and Information Systems reviewed the plans submitted for the training sessions. Questionnaires were built in accordance with the acitvities scheduled for the workshops. The two types of information sought by the questionnaires were (1) objective information based upon the content of activities and/or materials included in the activities, and (2) opinions/ suggestions solicited from the participants on subject matter, workshop implementations, and appropriateness of the workshop setting. The Evaluation Forms included open-ended, checklist, and sentence completion modes of response. Performance on prior evaluations was presented at the outset of designated workshops.

Evaluation Results

Of the 250 teachers identified for the training sessions, registration procedures recorded 239 teachers who enrolled and completed the training sessions. Table 1 presents the number of teachers enrolled from each of the project schools as well as the attendance record for the sessions by school. (Note: The last three sessions (XIII, XIV, XV) were on-site visitations and no attendance was recorded for these.) Lowest attendance for the sessions was for Session V with 90.3 percent.

TABLE 1

NUMBER ATTENDING SESSIONS

Project Schools	# Enrolled	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV
John N. Bryan	11	11	11	11	11	11	11	11	11	11	11	11	11	-	-	-
W. W. Bushman	18	13	18	17	17	18	18	18	18	18	18	18	18	-	-	-
A. S. Johnston	15	15	14	15	15	15	14	15	15	15	15	15	15	-	-	-
Lisbon	8	8	8	8	8	8	8	8	8	8	8	8	8	-	-	-
W. B. Miller	19	19	19	19	17	19	19	16	19	19	19	19	19	-	-	-
R. Q. Mills	20	20	20	20	20	19	17	20	20	20	20	20	20	-	-	-
Clara Oliver	5	5	5	5	5	5	4	5	5	5	5	5	5	-	-	-
Clinton P. Russell	8	8	7	6	6	8	3	8	8	8	8	8	8	-	-	-
Oliver W. Holmes	28	28	28	27	24	22	25	27	28	28	27	27	27	-	-	-
Harry Stone	9	9	9	9	8	8	9	9	9	9	9	8	8	-	-	-
Boude Storey	25	24	25	24	25	25	24	25	24	25	25	25	25	-	-	-
J. N. Ervin	6	6	6	5	5	5	5	6	6	6	6	6	6	-	-	-
F. R. Roosevelt	25	25	25	24	24	24	20	24	25	25	25	24	24	-	-	-
South Oak Cliff	42	37	36	36	37	29	40	38	42	42	38	37	37	-	-	-
Total	239	233	231	226	222	216	222	230	238	239	234	231	231	-	-	-
% of Total		97.4	96.6	94.5	92.8	90.3	92.8	96.2	99.5	100.0	97.9	96.6	96.6			

In connection with the results, the following conclusions were made:

Conclusion 1. It was concluded that participants were satisfied with administration of the workshops.

Evidence cited for this conclusion was the high rate of attendance throughout the workshops, the overall favorable response to opinion items, and the achievement of the participants. The largest successes of the workshops were (1) Hands-On and Career Fair activities, and (2) small group activities. The largest of the dissatisfactions were (1) selection of speakers, and (2) the slow pace of some activities.

Conclusion 2. It was concluded that participants were sufficiently exposed to the field of career education.

Achievement data gathered during the workshops indicated that while participants were unaware of the expectations made of them in earlier sessions, their progress in learning about the field of career education increased throughout remaining sessions. Of the learning devices used in the workshops in teaching this area, the most effective was small group sessions, and the least effective was assigned reading material.

Conclusion 3. It was concluded that participants need more experience in writing usable, infused curriculum modules in career education.

While participants demonstrated success in learning the two areas: (1) the infusion process, and (2) the components of the curriculum module, independently, they encountered difficulty in integrating these areas in the actual production of infused curriculum modules. More emphasis in this task was needed in the training sessions.

Conclusion 4. *It was concluded that participants know how to identify and use community resources as a result of the training sessions.*

Through on-site visitations and community resources used in the training sessions, participants were able to relate their needs in the field of career education in terms of selection and accessibility of community resources. Participant perceptions of the world-of-work were broadened as a result of such experience.

Conclusion 5. *Although there were no hard data for support, it became apparent during the staff development sessions that the participants were sold on the concept of career education as a means of making the classwork more relevant to students.*

Curriculum Component

Since the primary purpose of the Project was to infuse career education activities into the regular curriculum, it was planned that the staff would face the challenge of where to obtain the career education activities in two ways. First, there would be an extensive review of the literature to ascertain what curricular packages currently existed that might be used in the infusion process. Second, an effort would be made during staff development to train teachers in how to produce their own career education modules for infusion.

Results

The review of the literature conducted by the project staff yielded a list of materials available to teachers in career education. This list was compiled in hopes that it would direct the teacher in the selection of career education materials in addition to those developed by the project. The

project staff also communicated with and obtained materials from other career education projects, various departments within the district, and companies that produce educational materials. Some of the materials collected were immediately disseminated to project schools (e.g., vocational guidance material) while other materials were used in building a resource bank for use by participating teachers during curriculum construction and implementation components of the project. This resource bank is housed in the project headquarters.

The portion of staff development (six, four-hour sessions) set aside for training teachers how to write career education modules was to serve two purposes. First, the teachers would learn a process for developing career education modules that could be infused into the regular curriculum. Second, the two modules that each teacher was required to write would be edited and then published in a document to be distributed to all participating teachers for ideas that they might use.

The first two module writing sessions dealt primarily with the mechanics of module development. These included such things as: the use of human resources, the variety of materials available, and the overall strategy for infusing the career education module into the regular curriculum.

To accomodate the actual writing of modules, the teachers were divided into groups with similar responsibilities. These groups were formed by grade level (i.e., K-3, 4-6, 7-8, 9-12) and subject area (math, language arts, etc.). This meant that all the language arts teachers in grades 4-6 were grouped together. This grouping strategy required nine groups to cover the participating teachers.

The next two writing sessions covered the actual parts of a learning activity module and the format to be used. (See Appendix B) Teachers also began the writing of their first module under the guidance of their group leader. When each teacher had completed the first module, it was turned into the Project staff for their critique. After the completion of all first modules, it was estimated by the Project staff that about 55-60% of the teachers understood the module writing approach. Each of the completed modules was returned to the teacher after being critiqued.

The final two writing sessions were devoted to revising the first module, if necessary, and writing a second module. Both modules were reviewed by the Project staff and returned to the author. It was estimated by the Project staff, that after the final writing sessions, about 75-80% of the teachers understood the module writing approach.

Since some rewriting was necessary before the modules could be published, five participating teachers (who had written outstanding modules) were hired on a part-time basis to review all modules for proper learner outcome, performance objective, appropriate curriculum content, student activities and evaluative statement. Once the modules were approved they were combined into a document to be published and distributed to the participating teachers.

Writing the two modules should prove to be very beneficial to the participating teachers as they enter the implementation phase of the Project. It is expected that teachers will develop modules for specific Basic Learner Outcomes in each of the priority Learner Outcome Categories that were identified from the needs assessment having the greatest need. These Learner Outcome categories were:

Economic Factors Influencing Career Education
Skills In Human Relationships

Job Acquisition and Retention
Career Planning and Decision Making
Career and Occupational Information

From the foregoing account of the activities in the curriculum development, it was concluded that participants were exposed to the selection and availability of materials currently existing and the processes of infused curriculum construction. Also, it was noted that as a result of this exposure, participating teachers will be equipped and expected to produce curriculum modules that infuse career education into baseline instruction.

Community Component

Pursuant to the objectives of Phase I, a plan for community involvement was to be developed to provide input to the career education of pupils in inner-city schools by the formation of advisory committees, obtaining information from the community via survey, and utilization of community members in the implementation of the staff and curriculum development components.

Evaluation Results

The School Community Relations Facilitator assembled a local school advisory committee for each of the 14 participating schools. Each of these committees is composed of six to eight people and attempts to represent the local school community by including people from local businesses, churches, school parents, and school faculties. A larger committee has been formed called the Project Committee. It is comprised of 25 people from the entire Dallas area representing differing components of the greater community. In contrast to the local committees, the Project Committee is more actively involved in the publicity of the project as well as mustering larger pools

of resources for the project's needs. All committees were appraised of the project's activities at the meetings each committee holds at least once a month.

The advisory committees served as the administrators of the community surveys needed as part of the needs assessment and helped in the implementation of the training sessions by providing resource materials, serving as panelists, and assisting in the administration of workshop activities, such as registration, serving of refreshments, etc.

Principal's Input

A survey of principals was conducted to determine their impressions of the Project. Completed survey forms were received from 11 of the 14 principals for 79% return. The instrument used in the survey consisted of the following three, open-ended questions:

1. How do you think your teachers reacted to the staff development program?
2. How do you think this Project will benefit the students at your school?
3. What changes would you like to see in the Project?

Results

Survey results from the eleven respondents were analyzed and are reported in terms of responses to each question.

1. *How do you think your teachers reacted to the staff development program?*

Ten of the eleven responses were positive with one response being judged as neutral. The only negative comment received was that one principal reported that some teachers felt the program was racially biased.

(Evaluator's comment. One of the staff development program's objectives was to assert the Black experience. Evaluations from some individual sessions suggested that perhaps some speakers were perceived as coming on too strong. This may be what the principal was referring to.)

2. *How do you think this Project will benefit the students at your school?*

Responses tended to cluster in two general areas - students will be better motivated through more relevant classroom activities and students will be better informed of the career possibilities thus, be able to make better career choices.

The individual responses were analyzed and clustered as follows:

Through increased awareness and information about careers (6)
Through increased motivation (5)
More relevant classroom activities (4)
Able to make more realistic career choices (3)

Note! The numerals after each category indicate the number of times that statement was made. Some respondents gave more than one possible benefit.

3. *What changes would you like to see in the Project?*

The principals who responded to this question were very favorably inclined toward the Project. Five of them would recommend no changes at this time. Four principals would like to have all of their teachers in the Project. (Only 25% are currently in the Project) One principal suggested that more parents need to be involved, while another suggested that if there were a third phase to the Project, then skill development should be included.

Evaluation Design Phase II

The questions which the evaluation of Phase II will address are:

1. What are the characteristics of the Project schools?
2. What are the characteristics of the instructional staff participating in the Project?

3. What are the characteristics of the students in the Project schools?

4. What is the extent of the infusion of career education in the Project classrooms?

5. What other special programs are the students in the Project schools exposed?

6. What problems are encountered in implementing the Project?

7. What assistance do Project teachers ask for and/or receive from Project staff?

8. How is community involvement encouraged?

9. What are the attitudes of Project teachers toward the Project?

10. What changes in student attitudes toward school can be identified?

11. How does the Project affect student attendance?

12. To what degree are the students able to master the target Basic Learner Outcomes?

13. How does the Project affect student "standardized test scores?"

14. What administrative procedures are developed to implement career education?

15. How effective are the counselors in providing "life skills" to 12th grade students?

For a more detailed account of the Evaluation Design for Phase II, see Appendix C.

Administrative Procedures

In meeting the objectives of Phase I K-12 Career Education Infusion Practices in Large Urban Setting, the Project Director assembled and coordinated the efforts of the project staff. Under this supervision, orientation sessions were scheduled and conducted for project-involved administrators, staff development sessions were scheduled and implemented, curriculum writing

strategies were formulated for infusion, advisory committees were formed and met regularly, and relations have been maintained between the project and the Department of Research, Evaluation, and Information Systems in the developing and implementation of a process and product evaluation of the project.

In the choosing of the Basic Learner Outcomes, developed by Partners in Career Education across the state of Texas, for the needs assessment the generalizability of the Project's design within the state was insured. The design of Phase II activities also used the Basic Learner Outcomes in the formulation of infused curriculum objectives. This design for Phase II is currently under negotiations with the U. S. Office of Education as is project staffing.

Additional Information

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APPENDICES

A. Implementation: Communication Relationships

B. Teacher Evaluation Form (Elementary)

C. Teacher Evaluation Form (Secondary)

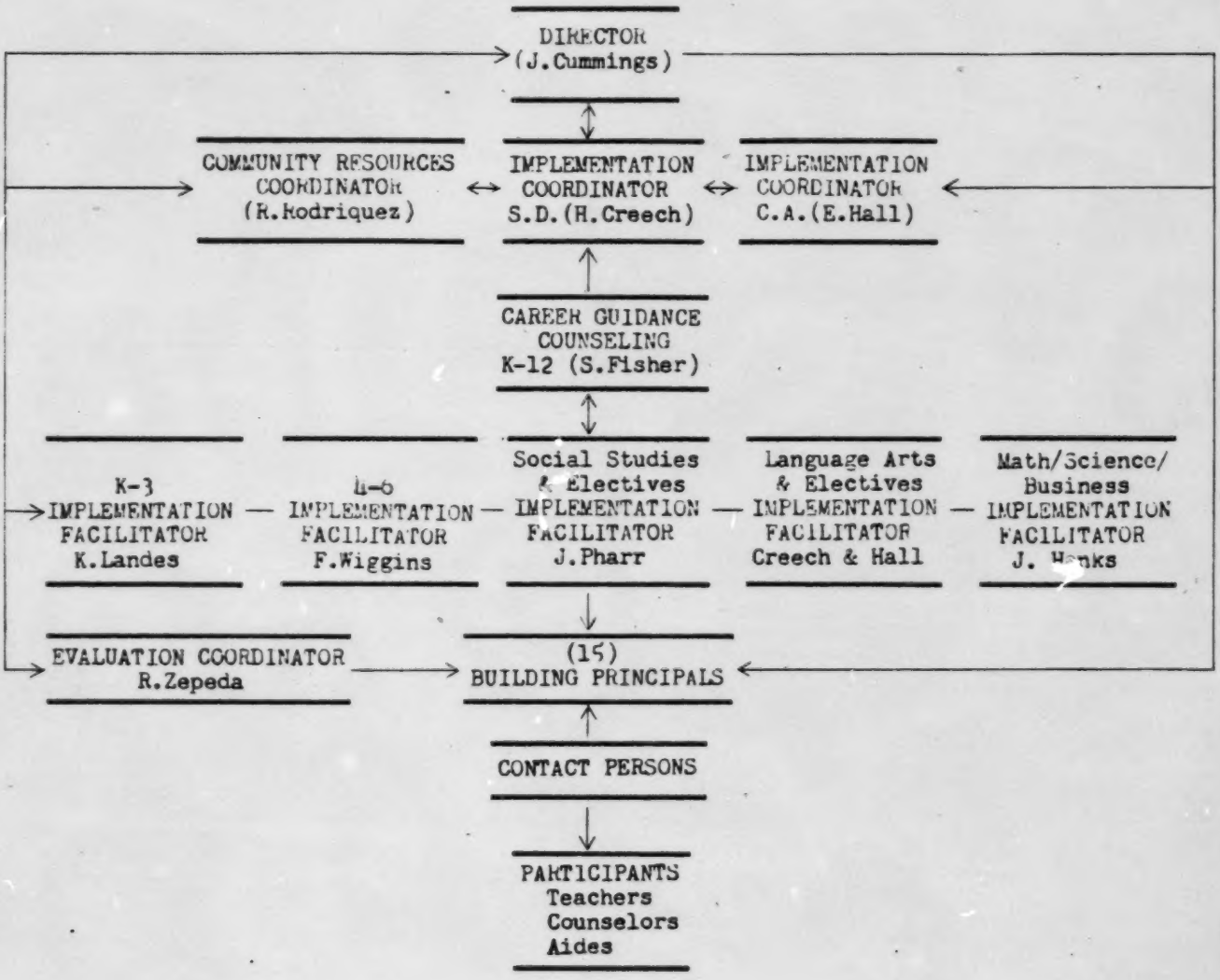
D. Observation Report

E. Counselor Involvement

APPENDIX A

URBAN CAREER EDUCATION PROJECT

IMPLEMENTATION: COMMUNICATION RELATIONSHIPS



LEARNI MODULE
CAREER EDUCATION

TEACHER EVALUATION
(Elementary)

SUBJECT:

GRADE LEVEL:

APPENDIX B

CAREER EDUCATION
LEARNER OUTCOME:

BASELINE OBJECTIVE:

PERFORMANCE OBJECTIVE:

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
1. How was BLO and Baseline Objective interwoven with curriculum for maximum results? Describe briefly. 2. Was there a measurable increase in student assimilation of curriculum due to career concept infusion?	1. Student interest and involvement level - state in %. 2. Teacher satisfaction with infusion in this unit of instruction. (one or two sentences) 3. Briefly describe two most successful activities and why he/she felt results were positive.	1. What variety of resources used in teaching this module? 2. What resources most effective in ingrossing students? 3. What further resources would enhance this module?

EVALUATIVE STATEMENT: What percentage of students achieved mastery of both curriculum content and career concepts?

CAREER EDUCATION - TEACHER EVALUATION FORM (Secondary)

Teacher Name _____ Subject _____ Grade Level _____

Identify BLO/ Baseline Curriculum Combination Addressed		List Activities/ Resources Involved In The Teaching Of The Infused Lesson	List Criteria And Results of Mastery Of The Lesson
B.L.O.	Baseline Curriculum Content		

APPENDIX C

APPENDIX D

K-12 URBAN CAREER EDUCATION PROJECT
Observation Report

School _____ Instructor _____

Date _____ No. of Students _____ Subject/Grade _____

Lesson Title _____ Observer _____

Lesson Analysis

1. What was the objective of the lesson?
   a. Career (BLO) _____
   b. Baseline Mastery _____
   c. Performance Objective _____

2. Was the purpose achieved?
   a. BLO ____Yes ____ No
   b. Baseline Master ____Yes ____ No
   c. Performance Objective ____Yes ____ No

3. Did teacher complete 1. Module ____Yes ____No
   2. Evaluation ____Yes ____No

4. Were the objectives appropriate for this group of learners? ____Yes ____No

5. Methods

	Used by Teacher	Could Have Been Used Effectively
a. Discussion		
b. Hands-On		
c. Role-playing		
d. Simulation		
e. Interview		
f. Demonstration		
g. Other(s)_____		

6. Materials

	Used by Teacher	Could Have Been Used Effectively
a. Games _____		
b. Activity_____		
c. Displays		
d. Bulletin Boards		
e. Other(s)_____		

7. Was instruction individualized to accommodate various learning styles?

   a. Were tasks varied according to level of difficulty? ____Yes ____No

   b. What types of questions for assimilation were used?

      1. reiteration (low level) ____Yes ____No
      2. comprehension (high level) ____Yes ____No

8. Number of students who were uninvolved. _____

9. Record the number of students involved in the following behaviors:

   ____questioning ____responding ____focused ____initiating

10. Teacher behavior and attitude toward students and lesson. (Check all descriptors that apply.)

Teacher behavior

democratic ____	imaginative ____
responsive ____	innovative ____
concerned ____	alert ____
stimulating ____	_____

Teacher attitude

involved ____	evasive ____
bitter ____	well prepared ____
antagonistic ____	enthusiastic ____
apologetic ____	innovative ____
excusatory ____	cooperative ____
motivated ____	_____

11. Level of understanding of infusing career outcomes into the curriculum.

    High ____ Medium ____ Low ____

12. Describe the facilities. _____

APPENDIX E

COUNSELOR INVOLVEMENT

School	Group Sessions	Field Trips	Resource Speakers	Career Days	College Days	Referral	Counselor Workshop	Total
South Oak Cliff	35	19	60	2	2	26	4	148
Roosevelt	20	4	20	1	1	3	2	51
Storey	10	8	28	1	0	8	1	56
Holmes	10	4	30	2	0	6	1	53
Stone	10	4	21	1	0	4	1	41
Ervin	3	5	5	0	0	0	0	13
Total	88	44	164	7	3	47	9	362